

SCHOOL HEALTH SERVICES

School health services is one of the [eight components of the coordinated school health model](#) and is one that all schools address. In a coordinated school health program, the nurse may provide the leadership or play a supporting role in any of the eight components. School health requires a cooperative, collaborative school health team effort. The nurse's role is primarily a manager of the health services program,⁽²⁾ however, other activities may be included as shown in [Exhibit 1C](#).

Delivery of health services requires the involvement of many professionals i.e. -school nurses, physicians, dentists, counselors, psychologists, social workers, pupil services personnel, therapists, and others. In the Commonwealth, various models for the delivery of school health services exist. Most of the professions in the health care field require a license or a certificate. In the [Health Is Academic](#) chapter, "Health Services," Strange, Helm and Tucker provide a framework for major areas of responsibilities for the professional support personnel ([Exhibit 1D](#)).

The user should recognize that this [Health Services Reference Guide](#) (HSRG) has been developed by the Kentucky Department of Education "to provide leadership and assistance to local school districts relating to school health services" as mandated by [KRS 156.501](#).⁽⁶⁾ School health service staff at any level or in any school health service delivery model need to be aware of the supporting components of the coordinated school health model that coordinate with the specific responsibilities within school health services. "Healthy Kentuckians 2010" and the Standards and Indicators for School Improvement (SISI) from the Department of Education ([Exhibit 1E](#)) are two resources that a CSH committee or group can use to plan, implement, and evaluate their school health program.

SUGGESTED SCHOOL NURSE ROLES IN COORDINATED SCHOOL HEALTH PROGRAMS

School Health Services

- Assess, plan, and implement coordinated school health services.
- Establish and maintain comprehensive school health records.
- Assess the health and developmental status of all students.
- Establish system to provide care for illness and injury.
- Monitor communicable disease prevention and control program-establish and maintain immunization records, comply with state laws, rules and regulations regarding immunization requirements, exclusion of students with communicable diseases and reporting of designated diseases; participate on advisory committee for students and staff with chronic infectious diseases.
- Determine priorities for screening programs, conduct screenings, make referrals and provide follow-up.
- Establish dental health programs as needed-education, screenings, fluoride rinse programs.
- Serve as clearinghouse for abuse and neglect reporting and education,
- Provide in-service education for school personnel on surveillance of health problems, communicable disease control, infection control, abuse and neglect reporting, etc.

Comprehensive School Health Education

- Establish resource files on health topics.
- Promote special health promotion observances.
- Participate on health curriculum committees to provide input regarding current health risks, types of health concerns of students, etc.
- Support and reinforce health instruction goals and objectives.
- Act as resource to classroom teachers as a presenter on health-related subject matter.

Health School Environment

- Monitor school environment to identify hazards; work to correct problems.
- Establish/monitor injury reporting systems and ensure action is taken to prevent problems.
- Monitor emotional needs of students and staff.
- Develop and implement crisis intervention plans.
- Assure emergency concerns related to students with special health care concerns.

Physical Education

- Contribute information for designing adaptive PE programs for students with special health concerns.
- Provide information regarding physical activity for students with special health care concerns.
- Collaborate with physical educators to meet PE program goals.

School Nutrition Services

- Encourage school breakfast programs.
- Monitor school food services menus for adherence to Dietary Guidelines.
- Encourage presence of nutritious foods in vending machines.
- Assist in education programs for school food services staff.
- Assist in monitoring food preparation areas in regard to sanitation.

School Counseling, Psychological and Social Services

- Collaborate with counseling staff to identify students with actual or potential emotional health risks.
- Participate on interdisciplinary teams to provide input regarding students with health-related problems and take leadership for interventions.
- Monitor absenteeism for possible health factors.

School-site Health Promotion for Staff

- Maintain health records of employees and identify potential emergency situations.
- Provide health education/health promotion activities based on health risk appraisal information.
- Provide monitoring of chronic disease conditions at the request of staff.
- Offer immunization clinics and tuberculin testing, as needed.

Family and Community Involvement

- Take leadership in developing/mobilizing community-based school health advisory groups.
- Network with community agencies to identify physical and mental health needs of children and families and collaborate to develop programs to meet the needs.
- Participate on community-based advisory groups that address the problems of children and youth.

MAJOR AREAS OF RESPONSIBILITY FOR PROFESSIONAL SUPPORT PERSONNEL

- Planning/Preparation- Designing activities that change the program or its implementation.
- Intervention – Delivering services to improve skills/functional abilities or inform recipients.
- Consultation – Collaborating with school personnel and/or parents to assist with and coordinate the delivery of services to students
- Staff Development – Facilitating the staff's achievement of desired professional goals.
- Liaison/Coordinator – Coordinating information and program delivery within the school and between the school and its major constituents.
- Assessment/Evaluation – Gathering and interpreting data from individuals, groups, or programs to evaluate needs/performance.
- Administration/Management – Organizing, directing, or coordinating programs that include responsibility for budgeting, staffing, reporting, and other similar activities.
- Professional Responsibilities/Development – Developing and improving individual competence and skills and delivering service consistent with professional standards.

<p>Standard 1 - Academic Performance - Curriculum Rigorous, intentional and aligned...</p> <p>1.1a Aligned with academic expectation, core content, program of studies</p> <p>1.1b Discussions among schools regarding curriculum standards</p> <p>1.1c Discussions among schools to eliminate overlaps, close gaps</p> <p><u>1.1d Vertical communication w/focus on key transition points</u></p> <p>1.1e Links to continuing education, life and career options</p> <p>1.1f Process to monitor, evaluate and review curriculum</p> <p>1.1g Common academic core for all students</p>	<p>Standard 4 - Learning Environment - School Culture Effective Learning Community with Climate...</p> <p>4.1a Leadership support for safe, orderly environment</p> <p>4.1b Leadership beliefs and practices for high achievement</p> <p>4.1c Teacher beliefs and practices for high achievement</p> <p>4.1d Teachers and non-teaching staff involved in decision making</p> <p>4.1e Teachers accept their role in student success/failure</p> <p><u>4.1f Effective assignment and use of staff strengths</u></p> <p>4.1g Teachers communicate student progress with parents</p> <p>4.1h Teachers care about kids and inspire their best efforts</p> <p>4.1i Multiple communication strategies used to disseminate info</p> <p>4.1j Student achievement valued and publicly celebrated</p> <p>4.1k Equity and diversity valued and supported</p>	<p>Standard 7 - Efficiency - Leadership Instructional Decisions Focus On Support for Teaching/Learning, Organizational Direction, High Performance Expectations, Learning Culture, and Developing Leadership Capacity</p> <p>7.1a Leadership developed shared vision</p> <p>7.1b Leadership decisions are collaborative, data driven, performance</p> <p><u>7.1c Leadership personal PD plan focused on effective skills</u></p> <p><u>7.1d Leadership disaggregates data</u></p> <p>7.1e Leadership provides access to curriculum and data</p> <p>7.1f Leadership maximizes time effectiveness</p> <p>7.1g Leadership provides resources, monitors progress, removes barriers to learning</p> <p>7.1h Leadership ensures safe and effective learning</p> <p>7.1i Leadership ensures necessary SBDM policies</p> <p>7.1j SBDM has intentional focus on student academic performance</p> <p>7.1k Leader has skills in academic performance, learning environment, efficiency</p>
<p>Standard 2 - Academic Performance - Classroom Evaluation/Assessment Multiple Evaluation and Assessment Strategies...</p> <p>2.1a Classroom assessments are frequent, rigorous, aligned</p> <p>2.1b Teachers collaborate in design of assessment, aligned</p> <p>2.1c Students can articulate the expectations, know requirements</p> <p><u>2.1d Test scores used to identify gaps</u></p> <p>2.1e Multiple assessments provide feedback on learning</p> <p>2.1f Performance standards communicated and observable</p> <p>2.1g CATS coordination - building and district</p> <p><u>2.1h Student work analyzed</u></p>	<p>Standard 5 - Learning Environment - Student, Family and Community Support School Works with Families/Community to Remove Barriers...</p> <p>5.1a Families and communities active partners</p> <p><u>5.1b All students have access to all curriculum</u></p> <p>5.1c School provides organizational structure</p> <p><u>5.1d Student instructional assistance outside of classroom</u></p> <p>5.1e Accurate student record keeping system</p>	<p>Standard 8 - Efficiency - Organizational Structure and Resources Organization Maximizes Time, Space, Resources...</p> <p>8.1a Maximizes organization and resources for achievement</p> <p>8.1b Master schedule provides all students access</p> <p>8.1c Staffing based on student needs</p> <p>8.1d Staff's efficient use of time to maximize learning</p> <p>8.1e Team vertical and horizontal planning focused on improvement plan</p> <p>8.1f Schedule aligned with student learning needs</p> <p>Resource Allocation and Integration</p> <p>8.2a Resources used, equitable</p> <p><u>8.2b Discretionary funds allocated on data based needs</u></p> <p><u>8.2c Funds aligned with CP goals</u></p> <p><u>8.2d State/Federal funds allocated with CP goals and data needs</u></p>
<p>Standard 3 - Academic Performance - Instruction Instructional Program Engages All Students...</p> <p>3.1a Varied instructional strategies used in all classrooms</p> <p><u>3.1b Instructional strategies/activities aligned with goals</u></p> <p>3.1c Strategies monitored/aligned to address learning styles</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Teachers incorporate technology in classrooms</p> <p>3.1f Sufficient resources available</p> <p>3.1g Teacher collaboration to review student work</p> <p>3.1h Homework is frequent, monitored and tied to instructional practice</p>	<p>Standard 6 - Learning Environment - Professional Growth, Development and Evaluation Researched-based, Professional Development and Performance Evaluation to Improve Teaching and Learning</p> <p>Professional Development</p> <p>6.1a Long term professional growth plans</p> <p><u>6.1b Building capacity with on-going PD</u></p> <p>6.1c Staff development aligned with student performance goals</p> <p>6.1d School improvement goals connected to student learning goals</p> <p>6.1e PD ongoing and job imbedded</p> <p>6.1f PD aligned to analysis of test data</p> <p>Professional Growth and Evaluation</p> <p>6.2a School has clearly defined evaluation process</p> <p>6.2b Leadership provides sufficient PD resources</p> <p><u>6.2c Evaluations and growth plans effectively used</u></p> <p>6.2d Evaluation process meets or exceeds statutes</p> <p>6.2e Instructional leadership needs addressed</p> <p><u>6.2f Leadership provides evaluation follow-up and support</u></p>	<p>Standard 9 - Efficiency - Comprehensive and Effective Planning School Improvement Plan...</p> <p>Defining the School's Vision, Mission, Beliefs</p> <p>9.1a Collaborative process</p> <p>Development of the Profile</p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Uses data for school improvement planning</p> <p>Defining Desired Results for Student Learning</p> <p>9.3a Plans reflect research /expectations for learning and are reviewed by team</p> <p>9.3b Staff analysis student learning needs</p> <p>9.3c Desired learning results are defined</p> <p>Analyzing Instructional and Organizational Effectiveness</p> <p>9.4a Data used to determine strengths and limitations</p> <p>9.4b School goals are defined</p> <p>Development of the Improvement Plan</p> <p>9.5a School improvement action steps aligned with goals and objectives</p> <p>9.5b Plan identifies resources, timelines & person responsible</p> <p>9.5c Process to effectively evaluate plan</p> <p>9.5d Plan aligned with mission, beliefs, school profile, desired results</p> <p>Implementation and Documentation</p> <p>9.6a Plan implemented as developed</p> <p><u>9.6b Evaluate degree of student learning set by plan</u></p> <p>9.6c Evaluate student performance according to plan</p> <p>9.6d Evidence to sustain the commitment to continuous improvement</p>